

Knowledge of Diversity General Education Rubric

DEFINITION: An intellectual awareness of the enriching aspects of cultural pluralism, with a focus on the analysis of similarities and differences including but not limited to race, gender, ethnicity, sexual orientation, age, social class, disability, and religious belief.

RATIONALE: Knowledge of diversity promotes and supports understanding and appreciation of the varied experiences and perspectives that exist within pluralistic societies.

USE: This rubric can be used in departments who wish to assess how their program supports Holyoke Community College's General Education Outcomes. It is not specific to any particular discipline; departments are encouraged to apply it in a way that best suits their own needs. NOTE: the General Education Assessment Committee has determined that a score of 3 represents the benchmark of competency that a student should achieve upon their graduation from HCC.

Knowledge of Diversity (3 is the benchmark)	4 Accomplished	3 Competent (Benchmark)	2 Developing	1 Beginning	0 Missing	N/A (assignment didn't ask for it)
<p><i>Cultural self-awareness</i></p> <p>SLO 1. Communicate an awareness of one's identities, attitudes, beliefs, values, and assumptions relative to issues of diversity, social justice and acceptance of others.</p>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his/their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)		
<p><i>Knowledge of theories of difference</i></p> <p>SLO 2. Explain how race, class, gender and other categories of difference are socially constructed, flexible, intersecting, and dynamic.</p>	Analyzes both the concept of the social construction of difference and critically explains manifestations of this concept within societies.	Explains both the concept of the social construction of difference and describes manifestations of this concept within societies.	Describes the concept of the social construction of difference within societies.	Recognizes manifestations of the concept of the social construction of difference within societies, but explanation may be incomplete or inaccurate.		
<p><i>Cultural assumptions and biases</i></p> <p>SLO 3. Demonstrate critical awareness of how individual perspectives, biases, power, and</p>	Analyzes or evaluates power dynamics, identity, privilege, and culture and uses multiple perspectives to explain how they interact.	Explains multiple perspectives on power, privilege, culture, and identity.	Describes some aspects of power, privilege, culture, and identity.	Can state individual beliefs regarding power and privilege in culture.		

privilege influence ways of seeing the world. (CT) ¹						
<i>Diversity and systems of inequality</i> SLO 4. Analyze the origins and effects of discrimination by social institutions—i.e., government, education, science, politics—on diverse individuals and groups. (CT)	Analyzes the origins and impact of discrimination and inequalities within societies.	Explains aspects of the origins and impact of discrimination and inequalities within societies.	Describes aspects of the origins and impact of discrimination and inequalities within societies.	Recognizes some aspects of the origins and impact of discrimination and inequalities within societies.		
<i>Communicating across difference</i> SLO 5. Demonstrate the capacity to listen to and communicate respectfully with others of diverse perspectives.	Considers and negotiates diverse perspectives to communicate appropriately across differences.	Considers diverse perspectives in the communication process.	Begins to recognize divergent perspectives. Demonstrates emergent ability to communicate across difference.	Demonstrates limited or no ability to recognize diverse perspectives or communicate across difference.		
<i>Multiple perspectives</i> SLO 6. Explore and construct questions that reflect multiple perspectives, which may be influenced by social location (e.g., race, class, gender, country of origin, cultural, disciplinary, environmental, local, and global) to develop a complex understanding of the world.	Integrates multiple perspectives such as those which may be influenced by social location when investigating subjects within the natural and human worlds.	Explains multiple perspectives such as those which may be influenced by social location when investigating subjects within the natural and human worlds.	Describes multiple perspectives such as those which may be influenced by social location when investigating subjects within the natural and human worlds.	Recognizes multiple perspectives such as those which may be influenced by social location when investigating subjects within the natural and human worlds.		

¹ CT: Critical Thinking. Critical thinking outcomes at HCC are distributed across the other four general education outcomes; a student is considered competent in critical thinking if they are also considered competent in the other four outcomes.